

Country Gardens Charter School

Course Information

Credit Hour: English/Language Arts 8
Marking Period: 9 Weeks (Quarterly)
Class Location: High School (Room 27)
E-Mail: doug.humphreys@cgcsaz.com

Teacher Information

Name: Mr. Humphreys
Phone: 623-900-2230 or 602-237-3741
Office Location: Room 27 (HS)
Office Hours: Open Door

School Attributes

~Mission~

The mission of the Country Gardens Charter School is to nurture academic, social and emotional success for all students, so they may become well-rounded, productive citizens.

~Philosophy~

The philosophy of the Country Gardens Charter School is based on the integration of hands-on experiential learning and technology. The belief that all children can learn is manifested in the methodologies which incorporate the different learning modalities and individualization of instruction. A combination of the use of learning centers, labs, technology and individual skills work is utilized!

Course Description:

This course is intended to guide students in the development of comprehension of literature in context and the use of imagery in the development of visualization of chosen works. Students will also learn to write for a formal audience and improve word choice and focus in written materials.

Course Competencies/ Learning Objectives

Students who successfully complete 8th Grade English/Language Arts will be competent in the following areas:

- *Comprehension of themes and ideas in context of written work*
- *Analysis and comparison of differing texts on complimentary subjects*
- *Proper use of language in context*
- *Proper citation of information, giving credit to the original author/speaker*
- *Writing for specific purposes (Informational, Persuasive, Reflective, Formal/Informal)*

Student Evaluation

Grading Expectations for Students are as follows:

Unit Tests, Bi-Weekly Quizzes (Language and Comprehension Based)	-	30%
Book Reports and Essays (Homework)	-	50%
Journal Work and Class Participation	-	20%

Attendance Policy

Regular and prompt class attendance is an essential part of the educational experience. Country Gardens Charter School expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time. Exceptions may be made for illness and valid emergencies.

Classroom Expectations

1. Arrive to class on time
2. Be prepared
3. Respect your classmates and teacher
4. Give your all, all the time
5. Be responsible for your actions
6. No eating or drinking within the classroom.

Class Requirements

Homework:

Homework will be given once weekly. It will be assigned on **Friday**, and turned in on the following **Friday**. It will be collected in the beginning of class the day it is due. It is YOUR responsibility to complete homework assignments.

Each day that an assignment is late will have 10% of the total assignment credit eliminated.

Important: “Homework will be based upon the theme of the unit and will focus on the ideas presented in context of outside readings. Students that do not read from the required texts will not be able to complete these assignments. “

If you are absent, it is YOUR responsibility to make up the assignments and/or tests when you return.

It is YOUR responsibility to come after school to catch up on missed work from your absences. I will NOT re-teach the lesson during class time.

Homework will take two forms:

1. Book Report: This is a written assignment in which students will write an analysis of the themes and concepts presented in class in relation to the texts that they are reading from the required reading lists for the unit. These reports will be multi-page (Between 3-5) assignments that will require the following.
 - a. Cover Page with the following “Centered”: Name of Student, Course, Unit #, Book Chosen for Report, Theme, Instructor’s Name.
 - b. Outline
 - c. Double Spaced, 12-point font.
 - d. Citations indicating page number of evidence from the text.
 - i. Example In-text citation from *Little Women*: (Alcott, 217)
2. Evidence Based Writing: This writing assignment will be directly aligned to AZMerit assessment style, in which students will be given a set of several short texts for the assignment. They will use these texts to answer a given prompt. Students are expected to present citations of evidence from the given texts.
 - a. Cover Page with the following “Centered”: Name of Student, Course, Unit #, Book Chosen for Report, Theme, Instructor’s Name.
 - b. Outline
 - c. Double Spaced, 12-point font.
 - d. Citations indicating page number of evidence from the text giving the line number of the citation from the given text.
 - i. Example In-text citation from an article by James Wilson: (Wilson, 21)

Classroom Routine/Weekly Schedule

Warm-Up Work will be present on the board for completion and will be removed after 10 minutes. This will be based upon language studies (Sentence Structure, Parts of Speech, Themes, Language Comprehension). Failure to complete this work will result in participation grade being lowered for the day. Participation is 20% of final grade:

Monday: Introduction to Theme or Idea for the week

- New Vocabulary
- Discussion of Theme/Concept
- Vocabulary Study (Synonym/Antonym, Word Use, Sentence Structure Use)

Tuesday: Reading of Text and Discussion of reading in context to the theme.

- Short Story
- Poetry
- Informational Texts
- Class Discussion

Thursday: Literature Comparison (Evidence Based Writing Activity)

- Use of Graphic Organizers to Pre-Write
- Rough Draft
- Editing of Work (Self-check with teacher modeling)

Friday: Assessment of Themes and Language

- Multiple Choice
- Completion
- Short Answer

Plagiarism, Cheating, and Academic Integrity

Plagiarism is the practice of copying words, sentences, images, or ideas for use in written or oral assessments without giving proper credit to the source. Cheating is defined as the giving or receiving of illegal help on anything that has been determined by the teacher to be an individual effort. Both are considered serious offenses and will significantly affect your course grade. Please refer to the Student Code of Conduct booklet for additional information.

Methodology

A combination of lecture, class discussion, presentations, videos, cooperative learning, and problem-based learning will be used in this course. Grades will be determined by the satisfactory and timely completion of assignments. The grade of each assignment is based on the prerequisite given for each assignment. Below is an overview of topic/ units and major assessments/assignments for this course. Please note dates/timeframes are subject to change and are an estimate.

Required Reading Lists

Students will be expected to read a required reading book from the following list. In the time that the students are reading these texts, they will be assigned the task of writing an essay on the theme of the unit using the text as a reference.

For Example: *The First Unit Theme of “Coming of Age”* How do the March sisters show examples of coming of age during the course of the story? Using one of the sisters as your reference, give three ways in which she has grown as an individual of her age and gender during this period. Within each way, you must provide multiple examples.

Unit/ Topic	Course Activities	Assessments/Assignments	Month/ Timeframe	Unit Texts
Unit 1: Coming of Age	Small Group Readings, Whole Class Discussion	Quiz/Test, Homework, Themed Activities	August to Mid-September	Crane, Stephen - <i>The Red Badge of Courage</i> May-Alcott, Louisa - <i>Little Women</i>
Unit 2: Overcoming Challenges	Small Group Readings, Whole Class Discussion	Quiz/Test, Homework, Themed Activities	Mid Sept. to Mid-October	Hemingway, Ernest- <i>The Old Man and The Sea</i> Luong, Ung - <i>First They Killed My Father a Daughter of Cambodia</i>

<i>Unit 3: Quest for Justice</i>	<i>Small Group Readings, Whole Class Discussion</i>	<i>Quiz/Test, Homework, Graph Themed Project</i>	<i>Oct-Nov</i>	<i>Douglass, Frederick - Narrative of the Life of Frederick Douglass, an American Slave</i> <i>Luong, Ung- Lucky Child</i>
<i>Unit 4: From Sea to Shining Sea (Differences within us)</i>	<i>Small Group Readings, Whole Class Discussion</i>	<i>Quiz/Test, Notes, Homework, Themed Activities: Mid-Term Assessment</i>	<i>Nov-Dec</i>	<i>Greene, Bette- Summer of My German Soldier</i> <i>Hamilton, Virginia - The House Of Des Drier</i>
<i>Unit 5: Non-Fiction</i>	<i>Small Group Readings, Whole Class Discussion</i>	<i>Quiz/Test, Notes, Homework, Themed Activities</i>	<i>Dec - Feb</i>	<i>Herzberger, Magda - Survival</i> <i>Lord, Walter -A Night to Remember</i>
<i>Unit 6: Drama</i>	<i>Small Group Readings, Whole Class Discussion, Classroom Presentation</i>	<i>Quiz/Test, Notes, Homework, Themed Activities</i>	<i>Feb-April</i>	<i>Defoe, Daniel -Robinson Crusoe</i> <i>Shelley, Mary - Frankenstein</i>
<i>Unit 7: Imagery with Words</i>	<i>Small Group Readings, Whole Class Discussion</i>	<i>Quiz/Test, Notes, Homework, Themed Project</i>	<i>April-May</i>	<i>Dean Myers, Walter-Fallen Angels</i> <i>Knowles, John - A Separate Peace</i>
<i>Unit 8: The American Folk Tradition</i>	<i>Small Group Readings, Whole Class Discussion</i>	<i>Quiz/Test, Notes, Homework, Final Assessment</i>	<i>May-End of Calendar Year</i>	<i>Twain, Mark- The Adventures of Tom Sawyer</i> <i>Washington, Irving, Legend of Sleepy Hollow</i>

Classroom Theme Board

As part of each unit of study, each class will be responsible for decorating their class “Theme Board”. This will take place the first week of the unit, and will be expected to be completed prior to the first homework assignment being turned in. Students may print out pictures, quotes, stories, or poems that fit the theme of the particular unit that the class is covering. They will be graded on the following:

- | | |
|---|---------|
| 1. Appropriate to the Theme | 5 Pts/ |
| 2. Creativity and Use of Space: | 10 Pts/ |
| 3. Educational and Helps Viewer understand Concept/Theme: | 10 Pts/ |
| 4. +5 Bonus for Student Created artwork or stories | Bonus/ |

General Information:

If you are having trouble with this class, come to me immediately and I can work with you. If you wait till the end of the marking period, it will be TOO LATE. I will be available to help you understand so you can be successful in this class.

Please check and sign below

_____ *I have read the information and I fully understand what I'm expected to do in class.*

Student Signature: _____

Parent / Guardian Signature: _____

*Returning of this form signed counts as the student's first assignment. Failure to do so will result in a grade of "0" being marked in their first homework assignment. The due date for the return of this signed page is **August 9th***